DOCUMENT RESUME

ED 473 225 SO 034 538

TITLE	The Greatest Educational Change America Has Ever Seen, 2003: Lesson Plans for Grades K-1.
INSTITUTION	United States Mint (Dept. of Treasury), Washington, DC.
PUB DATE	2003-00-00
NOTE	51p.; For Lesson Plans for Grades 2-3, see SO 034 539; for Lesson Plans for Grades 4-6, see SO 034 540. For the 2002 Lesson Plans for Grades K-1, see ED 467 843.
AVAILABLE FROM	U.S. Mint, Customer Care Center, 801 9th Street, NW, Washington, DC 20220. Tel: 800-872-6468 (Toll Free). For full text: http://www.usmint.gov/kids/components/50sqLessonPlans/pdf/ 2003k1.pdf.
PUB TYPE	Guides - Classroom - Teacher (052)
EDRS PRICE	EDRS Price MF01/PC03 Plus Postage.
DESCRIPTORS	Curriculum Enrichment; *Economics; Geographic Location; *Geography; Government Role; Primary Education; *Social Studies; *State History; Worksheets
IDENTIFIERS	Money; Numismatics; State Characteristics; *United States Mint

ABSTRACT

The United States Mint 50 State Quarters Program launched a 10-year initiative in 1999, commemorating each of the nation's states in the order they were admitted into the Union. Approximately every 10 weeks (5 times a year) through 2008, a new limited-edition quarter that displays an individual state's design is released into general circulation. For each edition of state quarters, the U.S. Mint has developed three sets of lesson plans for grades K-1, 2-3, and 4-6. This teaching guide for grades K-1 focuses on the 2003 United States Mint 50 State Quarters Program, which includes new quarter designs for the following states: Illinois, Alabama, Maine, Missouri, and Arkansas. The guide includes 6 lesson plans that fit easily into the curriculum, reproducible student worksheets that coincide with each lesson, state facts, information on the new quarter designs, a U.S. map template with state outlines, and the 50 State Quarters Program 1999-2003 quarter board. (BT)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 473 225

The Greatest Educational Change America Has Ever Seen, Grades K-1. 2003 Lesson Plans.

United States Mint (Dept. of Treasury), Washington, DC.

SO 034 538

BEST COPY AVAILABLE

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

2003
Lesson Plans

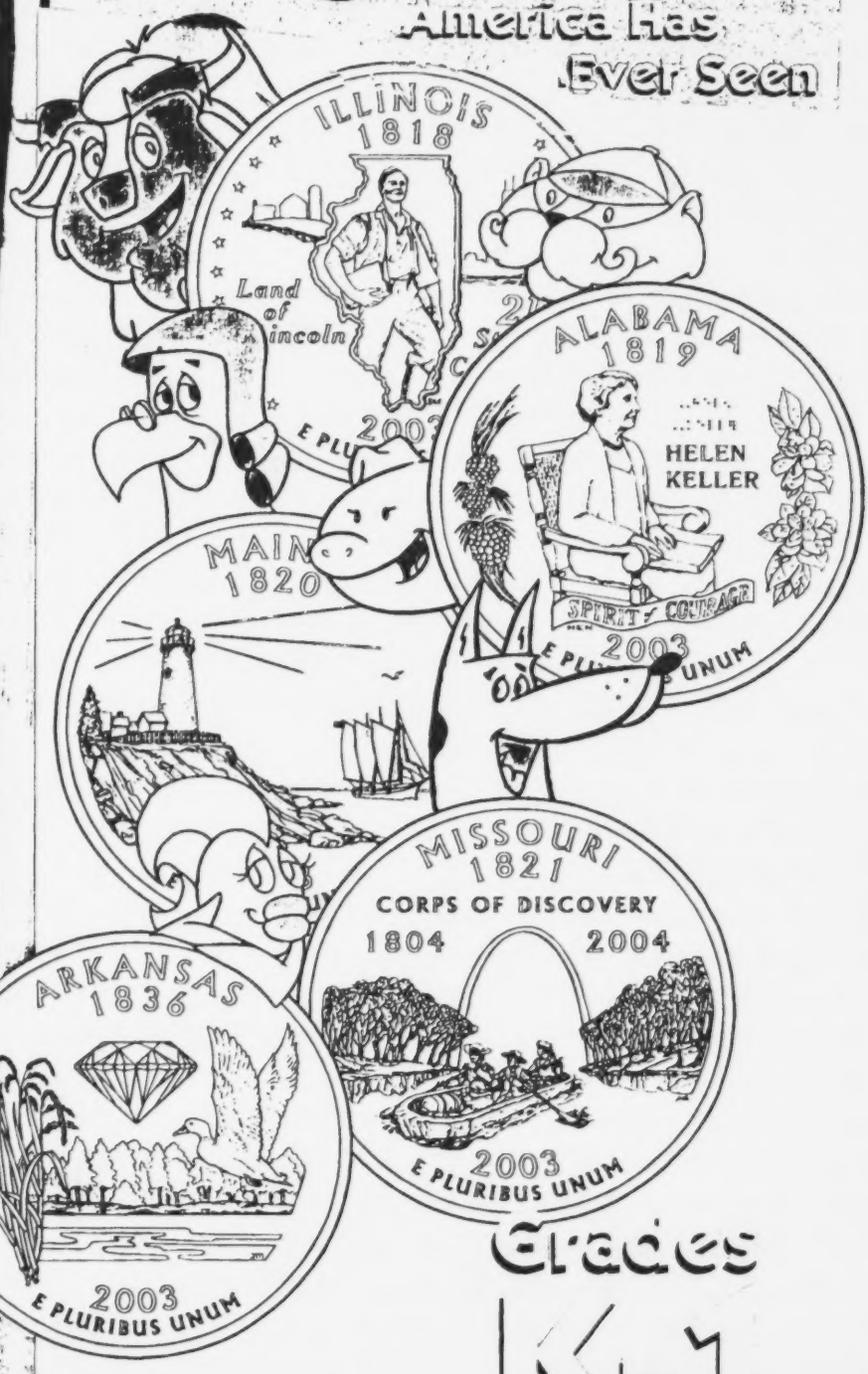
50 STATE QUARTERS
UNITED STATES MINT

This teaching guide includes:

- 6 teacher-friendly lesson plans that fit easily into your curriculum
- Reproducible student worksheets that coincide with each lesson
- Fun state facts and information on the new quarter designs
- USA map template with state outlines

THE UNITED STATES MINT

The Greatest Educational Change America Has Ever Seen



Grades K-1

BEST COPY AVAILABLE

The United States Mint Has Big Plans for You!

Kids and coin collecting go hand in hand! By downloading the most recent sets of 50 State Quarters® Program lesson plans, you are able to bring the excitement of America's quarter craze right into your own classroom.

Launched in 1999, the United States Mint 50 State Quarters Program is a 10-year coin initiative commemorating each of the nation's states in the order that were admitted into the Union. Approximately every ten weeks (five times a year) through 2008, a new limited-edition quarter that displays an individual state's design is released into general circulation.

As it has every year since the beginning of this program, the United States Mint is offering the public three free sets of lesson plans (for grades K–1, 2–3, and 4–6) that are designed to bring life to the history and beauty of our country. Moreover, these plans, created and reviewed by teachers to meet your curricular goals, draw upon the specific designs of the commemorative quarter reverses to help inspire students to learn about the culture, geography, and unique heritage of each state.

Each set of lesson plans blends clear instructions with kid-friendly reproducible worksheets, background information, and answer keys to help make instruction easier for you!

Within the 2003 50 State Quarters Program lesson plans, you will also notice a strong connection to the United States Mint H.I.P. Pocket Change™ Web site ("HPC"). Appearing on the cover as well as within the plans themselves, the coin-loving HPC Pals will show you ways to supplement the quarter activities with all of the fun and educational resources available on the site!

The United States Mint H.I.P. Pocket Change Web site, located at www.usmint.gov/kids, is dedicated to promoting lifelong pleasure in coins and coin collecting. Through games, informational features, and interactive animated cartoons, HPC introduces students to what's H.I.P. about coins—they're "History In your Pocket."

The United States Mint is proud to be taking such an active role in promoting knowledge about the individual states, their history and geography, and the rich diversity of the national heritage among America's youth. Take some time to explore all of the high quality educational resources available on the United States Mint H.I.P. Pocket Change Web site, including the materials related to the 50 State Quarters Program! We hope that you find these resources to be an extremely valuable addition to your classroom.

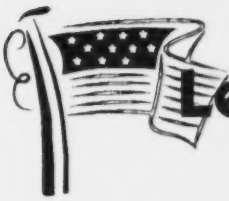
50 STATE QUARTERS
UNITED STATES MINT

Visit us online at
www.usmint.gov/kids

h.i.p. pocket change™

The United States Mint does not endorse any individual provider of goods or services, including authors and publishers. All text references are merely illustrative and should not be deemed to be recommendations of the United States Mint.
PORTIONS © 2003 U.S. MINT. ALL RIGHTS RESERVED.

The Greatest Educational Change America Has Ever Seen



Lesson Plans for Grades K-1

	Objective	Connections	Groupings	Class Time	Page
1: Coin Connections (Illinois)	Learning about coins and their values	• Mathematics • Social Studies	• Whole group • Pairs	Three 20- to 30-minute sessions	2
2: Using Your Senses (Alabama)	Exploring the five senses	• Language Arts • Science • Social Studies	• Whole group • Small groups	Two or three 20- to 30-minute sessions	12
3: Quarters from the Coast (Maine)	Comparing coastal and inland regions	• Social Studies • Language Arts	• Whole group • Individual work	Two 20- to 30-minute sessions	20
4: Sorting by Site (Missouri)	Examining community differences	• Social Studies • Art • Language Arts	• Whole group • Individual work	Two 20- to 30-minute sessions	26
5: The Nature of Coins (Arkansas)	Identifying natural versus man-made items	• Science • Social Studies • Art • Language Arts	• Whole group • Individual work	Two 20- to 30-minute sessions	33
6: Coin Motion	Identifying and counting coin values	• Mathematics • Physical Education • Music	• Whole group • Small groups	Two 20- to 30-minute sessions	39

Additional Resources

State Information Pages: 50 State Quarters® Program Coins Released in 2003
Illinois, Alabama, Maine, Missouri, and Arkansas 42
United States of America Map 44
Reproducible Coin Sheet 45
50 State Quarters® Program Release Schedule 47

Lesson plans and other related 50 State Quarters® Program materials are provided solely for teaching purposes. They may not be commercially distributed or distributed as a premium.

PORTIONS © 2003 U.S. MINT. ALL RIGHTS RESERVED.

1: Coin Connections

Based on the Illinois quarter reverse

OBJECTIVES

Students will learn to identify a cent (penny), nickel, dime and quarter and assign the correct values to each.

MATERIALS

- 1 overhead projector (optional)
- 1 overhead transparency (or photocopy) of the Illinois quarter reverse
- 1 class map of the United States of America
- Pennies, nickels, dimes and quarters
- Envelopes
- Magnifying device
- Scissors
- Brown crayons and/or colored pencils
- Coat hangers
- Yarn
- Glue
- Copies of the "Money Mobile" worksheet
- Copies of the "Cent Sense" handout
- Copies of the "Value Tags" page

PREPARATIONS

- Make an overhead transparency (or photocopy) of the Illinois quarter reverse.
- Make copies of the "Money Mobile" worksheet (1 per student).
- Make copies of the "Cent Sense" worksheet (1 per pair).
- Make copies of the Value Tags (4 tags, one of each denomination, per student)
- Assemble envelopes of Value Tags (1 per pair of students).
- Assemble envelopes of coins containing one penny, one nickel, one dime and one quarter (1 per pair of students).

GROUPINGS

- Whole group
- Pairs

PORTIONS © 2003 U.S. MINT. ALL RIGHTS RESERVED.

Learning about Coins and Their Values

CLASS TIME

Three 20- to 30-minute sessions

CONNECTIONS

- Mathematics
- Social Studies

TERMS AND CONCEPTS

- Penny
- Nickel
- Dime
- Quarter
- Obverse (front)
- Reverse (back)
- Value
- More, less, equal to
- Abraham Lincoln
- Circulating coins

BACKGROUND KNOWLEDGE

Students should have a basic knowledge of:

- Cents
- More (greater) than
- Less than

STEPS

Session 1

1. Describe the 50 State Quarters® Program for background information, if necessary, using the example of your own state, if available. Then display the transparency or photocopy of the Illinois quarter reverse. Locate Illinois on a classroom map. Note its position in relation to your school's location.
2. Ask if they know who the man is pictured on the coin. Take suggestions, prompting students to consider how he is dressed and what he is holding, etc.
3. Share "The Land of Lincoln" motto on the coin with the students. Ask if that might give a clue to the identity of the man.
4. Help students conclude that the man pictured is Abraham Lincoln, former president of the United States of America, and that Illinois came to be his home state. When discussing Lincoln, relate his rise to the presidency to how he is depicted on the coin: dressed as a farm hand, setting aside his farm tools in favor of a law book.

Note: Depending on your students' background knowledge, you may need to explain that although President Lincoln was born in Kentucky and raised in Indiana, Lincoln moved to Illinois at the age of 21 where he studied and later became a lawyer. It is there that he rose to greatness and later was buried.

PORTIONS © 2003 U.S. MINT. ALL RIGHTS RESERVED.

Coin Connections

5. Ask the students to name another circulating (everyday) coin on which Lincoln appears, soliciting the correct response.
6. Give each student a penny and ask if they know which side of the coin Lincoln appears on—the obverse (front) or the reverse (back).
7. Tell the students that Lincoln actually appears on both sides. Using a magnifying device, have students locate Lincoln on the reverse. Tell students if they inspect it carefully, they will see the statue of Lincoln inside the monument. (Provide background information on the Lincoln Memorial as necessary.)

Session 2

1. With the release of the Illinois quarter, Lincoln is the first person to be pictured on two circulating coins at the same time: the penny and the quarter (with Illinois reverse). Tell students now that they know how the penny and the quarter are connected through Abraham Lincoln, they are going to explore the relationship of these coins in more detail.
2. Give each student a "Money Mobile" worksheet, a pair of scissors and a brown crayon and/or colored pencil.
3. Ask students to cut out the four enlarged coins.
4. Have the students hold up the enlarged penny. Model the correct choice (using overhead transparencies, coin manipulatives or the same enlarged penny). Ask the students to state the value of a penny. Confirm that a penny is worth one cent.
5. Using the brown crayon or colored pencil, instruct students to trace around the real penny on the back of the enlarged penny in front of them. (Model this action if necessary.) Ask them to set the large penny to one side.
6. Ask students to hold up the enlarged nickel. Again, model the correct choice. Ask students to state the value of a nickel. Confirm that a nickel is worth five cents, which means it's the same as five pennies (count out five pennies as a class and display them in a way that the entire class can see).
7. Instruct the students to turn the enlarged nickel over. Using the brown crayon or colored pencil, have them trace the number of pennies that equal a nickel on the back of the enlarged nickel in front of them. (Model this action again if necessary).
8. Repeat Steps 6 and 7 with the dime and the quarter.
9. As a class, have the students examine each enlarged coin and review the number of pennies that make a nickel, a dime, and a quarter.
10. Work with the students to assemble the four coin cut-outs into a mobile using a coat hanger and yarn. (Place the penny at the top of the coat hanger and have the three other coins hang from the bottom in ascending order.)

PORTIONS © 2003 U.S. MINT. ALL RIGHTS RESERVED.

Coin Connections

Session 3

1. Briefly review the concepts of greater than and less than with the class.
2. Put the students into pairs, giving one student an envelope of value tags and the other an envelope of coins (containing a penny, nickel, dime, and quarter). Also pass out a "Cent Sense" handout to each pair of students, telling them to fill in the player names appropriately.
3. Direct each student to select an item from his or her envelope without looking.
4. At the same time, the pair of students will place their value tag or coin on the desk. By comparing the value tag to the coin, the students will determine who displayed the greater amount.
5. The student displaying the greater amount will then color in one penny mark in his or her column of the "Cent Sense" handout. If the students have a "tie" (for example, one student draws a 5 cent value tag and the other draws the nickel), both students should color in a penny mark.
6. The students should put their value tag and coin back in the envelope and randomly select again.
7. Time permitting, students may continue playing this game until one student has filled in all 25 pennies, or until both students have filled in all 25 pennies.

Note: Play may be broken into sessions. For example, play to "a nickel" or "dime" one day (reaching 5 or 10 wins) and a "quarter" on another (ending with 25 wins).

ENRICHMENT/EXTENSIONS

- Have students practice with penny, nickel, and dime coin manipulatives to find different ways of adding up to a quarter.
- Invite students to share coins that come from their home country (if not the United States) or a country they have visited. See if they can make comparisons between the value of these coins and the penny, nickel, dime, and quarter.
- Incorporate an appropriate literature selection into this activity that relates to the life of Abraham Lincoln. For example:
  - *A Picture Book of Abraham Lincoln* by David Adler
  - *Abraham Lincoln* by Ingri and Edgar D'Aulaire
  - *Abe Lincoln's Hat* by Martha Brenner
  - *Meet Abraham Lincoln* by Patricia A. Pingry
  - *Young Abraham Lincoln: Log Cabin President* by Andrew Woods

PORTIONS © 2003 U.S. MINT. ALL RIGHTS RESERVED.

Coin Connections

DIFFERENTIATED LEARNING OPTIONS

- Have more advanced students add the total value represented by the coin and the value tag placed during the game. Have students write this amount on their "Cent Sense" handout as they play.
- For struggling learners, provide coin images with the coin values written on them. Also, stamp an image of the associated coin on each value tag.

HPC CONNECTION

You can explore another Lincoln cent secret by reading February 2001's Coin of the Month. Just visit "Past Picks" in the Coin News section of HPC! (http://www.usmint.gov/kids/index.cfm?FileContents=/kids/coinnews/cotm/cotm0201.cfm)

PORTIONS © 2003 U.S. MINT. ALL RIGHTS RESERVED.

NAME_____

Money Mobile (1)

PORTIONS © 2003 U.S. MINT. ALL RIGHTS RESERVED.

BEST COPY AVAILABLE

NAME_____

Money Mobile (2)

PORTIONS © 2003 U.S. MINT. ALL RIGHTS RESERVED.

BEST COPY AVAILABLE

Value Tags

1¢	5¢
10¢	25¢
1¢	5¢
10¢	25¢
1¢	5¢
10¢	25¢

PORTIONS © 2003 U.S. MINT. ALL RIGHTS RESERVED.

BEST COPY AVAILABLE

Cent Sense

Student Wins

25
24
23
22
21
20
19
18
17
16
15
14
13
12
11
10
9
8
7
6
5
4
3
2
1

Player Names Player 1_____ Player 2_____

PORTIONS © 2003 U.S. MINT. ALL RIGHTS RESERVED.

Illinois Quarter Reverse

PORTIONS © 2003 U.S. MINT. ALL RIGHTS RESERVED.

BEST COPY AVAILABLE

2: Using Your Senses

Based on the Alabama quarter reverse

OBJECTIVES

Students will read an age-appropriate text to learn about the woman featured on Alabama's quarter reverse, Helen Keller. They will also conduct a science exploration of the five senses.

MATERIALS

- 1 overhead projector (optional)
- 1 overhead transparency (or photocopy) of the Alabama quarter reverse
- 1 class map of the United States of America
- 1 copy of an age-appropriate text that relates to the life of Helen Keller, such as:
  - *Young Helen Keller: Woman of Courage* by Anne Benjamin
  - *A Picture Book of Helen Keller* by David A. Adler
  - *A Girl Named Helen Keller* by Margo Lundell
  - *Helen Keller: Courage in the Dark* by Johanna Hurwitz
- Chart paper
- Markers
- 1 set of headphones per student (optional)
- 4 paper bags per group of students
- Small items to place in the paper bags (1 item per bag), such as:
  - Coins
  - Pine cones
  - Cotton balls
  - Peppermint, cinnamon stick, or, if necessary, other items that are recognizable but not allergenic to your students
  - Dominoes
  - Batteries
  - Checker pieces
- Copies of the "What's in the Bag" worksheet
- Copies of "The Spirit of Courage" worksheet

PREPARATIONS

- Make an overhead transparency (or photocopy) of the Alabama quarter reverse.
- Locate a text that relates to the life of Helen Keller (see examples under "Materials").

PORTIONS © 2003 U.S. MINT. ALL RIGHTS RESERVED.

Exploring the Five Senses

- Make copies of the "What's in the Bag?" worksheet (1 copy per student).
- Make copies of "The Spirit of Courage" worksheet (1 copy per student).
- Number the bags from 1 to 4.
- Put an item in each bag, making sure that bags with the same number contain the same objects.

GROUPINGS

- Whole group
- Small groups

CLASS TIME

Two or three 20- to 30-minute sessions

CONNECTIONS

- Language Arts
- Science
- Social Studies

TERMS AND CONCEPTS

- Reverse (back)
- Deaf
- Braille
- Helen Keller
- Courage
- The five senses (sight, smell, touch, taste, and hearing)
- Blind
- Brave

BACKGROUND KNOWLEDGE

Students should have a basic knowledge of the five senses.

STEPS

Session 1

1. Describe the 50 State Quarters® Program for background information, if necessary, using the example of your own state, if available. Then display the transparency or photocopy of the Alabama quarter reverse. Locate Alabama on a classroom map. Note its position in relation to your school's location.
2. With the students, examine the design on this coin's reverse. Ask students to point out what they see on this coin, paying particular attention to the image of Helen Keller, the Braille writing, and the words "Spirit of Courage." Ask students if they know who the woman is on the coin.

PORTIONS © 2003 U.S. MINT. ALL RIGHTS RESERVED.

Using Your Senses

3. Select an appropriate children's text about the life of Helen Keller and, as a group, preview the text and illustrations. Invite students to generate predictions about what is occurring at different points in the story.
4. Read this story aloud to the group. During the reading attend to any unfamiliar vocabulary.

Session 2 (and 3 if necessary)

1. With the students, revisit the story about Helen Keller. In discussing the loss of Helen Keller's sight and hearing, ask students if they've ever been in a dark place where there was very little light. How were they able to find their way around? Students should mention the use of different senses to move through the room.

Note: This is a good opportunity to introduce or review the 5 senses with students.

2. Discuss whether students have ever known anyone who is missing their vision or hearing. Explain that the class will explore what senses could be relied on if the sense of sight or hearing couldn't be used.
3. Divide the students into groups of four and assign each group to a science station.
4. At the science stations, distribute four numbered paper bags, each containing a different item (ideas for these items are listed in the Materials section). Each group's bags should contain the same items.
5. Distribute a "What's in the Bag?" worksheet, and a set of headphones to each student. Explain that the students will close their eyes and wear the headphones as they make observations about the items in the paper bags to make use of their senses other than sight and hearing.

Note: At this point, introduce the idea that in a science exploration like this, one should never use the sense of taste, because the item may not be good for your body.

6. Using an item not utilized in the science stations, model how students are to make observations.
7. Give students a short period of time to fill in their observations of each item on their worksheet, and alert them when it is time to rotate their bag to the next student in the group.

Note: Beginning writers may need to employ inventive spelling or illustrations to describe what is in the bag.

8. When students have made observations of the items in all four bags, review the observation sheets as a class. Ask students what they wrote in each blank.
9. After discussing student guesses, reveal the items in the bags one at a time. Have the students draw a picture of what was in each bag on their worksheets.

PORTIONS © 2003 U.S. MINT. ALL RIGHTS RESERVED.

Using Your Senses

10. As a group discuss the five senses and adaptations people make to compensate for missing senses.
11. Revisit the Alabama quarter and look at the words that say "Spirit of Courage." Prompt students to think about the difficulty of the exploration they just conducted and discuss why Helen Keller is considered courageous.
12. As a class, discuss times when students feel they were brave. List responses on the board.
13. Distribute the "Spirit of Courage" worksheet and have students choose a time when they were brave. Have them complete the sentence on this worksheet and draw a picture to accompany their writing.

ENRICHMENT/EXTENSIONS

- For advanced students, place 2 items in each bag that have similar physical qualities (such as a postcard and a photograph, or a marble and a gumball). Have students use their senses of smell and touch to try to tell the differences between the items in the bag. Once the two items have been revealed, have your students explain (whether through written or oral expression) their experience with this puzzle.
- Introduce students to Braille as a method of communication that requires the sense of touch. Share a sample of Braille text (such as the Braille alphabet) and instruct your students to write their names in Braille using raised circular objects such as Cheerios, M&Ms, or metal washers.

DIFFERENTIATED LEARNING OPTIONS

- Students can dictate their sentences about their courageous experience to their teacher and trace over those letters, before illustrating their words.
- Make connections to the strategies used by exceptional students within the school or classroom to make the lesson more meaningful for the students.

HPC CONNECTION

For another coin-related science activity, invite your students to use their keen senses of observation to "Check Out Your Change!" You can find this and other fun classroom activities in the Teacher Feature Stockroom (in the Teachers' section) on HPC (http://www.usmint.gov/kids/index.cfm?FileContents=/kids/teachers/TF_CheckOutYourChange.cfm).

PORTIONS © 2003 U.S. MINT. ALL RIGHTS RESERVED.

NAME_____

What's in the Bag? (1)

DIRECTIONS

Fill in the blanks with words that describe what you **feel, smell,** and **think** about the items in each bag. In the box, draw and label a picture of what is really in each bag.

Bag 1: This item feels

_____.

It smells

_____.

I think there is a _____ in this bag.

Bag 2: This item feels

_____.

It smells

_____.

I think there is a _____ in this bag.

PORTIONS © 2003 U.S. MINT. ALL RIGHTS RESERVED.

NAME_____

What's in the Bag? (2)

DIRECTIONS

Fill in the blanks with words that describe what you **feel, smell,** and **think** about the items in each bag. In the box, draw and label a picture of what is really in each bag.

Bag 3: This item feels

_____.

It smells

_____.

I think there is a _____ in this bag.

Bag 4: This item feels

_____.

It smells

_____.

I think there is a _____ in this bag.

PORTIONS © 2003 U.S. MINT. ALL RIGHTS RESERVED.

NAME_____

The Spirit of Courage

I was brave when

PORTIONS © 2003 U.S. MINT. ALL RIGHTS RESERVED.

Alabama Quarter Reverse

PORTIONS © 2003 U.S. MINT. ALL RIGHTS RESERVED.

BEST COPY AVAILABLE

3: Quarters from the Coast

Based on the Maine quarter reverse

OBJECTIVES

Students will compare and contrast the location of land and water on a map of the United States while also becoming aware of the physical shape of the nation and home state.

MATERIALS

- 1 overhead projector (optional)
- 1 overhead transparency (or photocopy) of the Maine quarter reverse
- 1 class map of the United States of America
- Chart paper
- Copies of the "Coast to Coast" map
- Crayons and/or colored pencils
- Sentence strips
- Pictures or images of the coast, beach, etc.

PREPARATIONS

- Make an overhead transparency (or photocopy) of the Maine quarter reverse.
- Make copies of the "Coast to Coast" map (1 per student).

GROUPINGS

- Whole group
- Individual work

CLASS TIME

Two 20- to 30-minute sessions

CONNECTIONS

- Social Studies
- Language Arts

TERMS AND CONCEPTS

- Map
- Map key
- Coast
- United States

PORTIONS © 2003 U.S. MINT. ALL RIGHTS RESERVED.

Comparing Coastal and Inland Regions

BACKGROUND KNOWLEDGE

Students should have a basic knowledge of:

- Bodies of water
- Concept of borders
- Map skills
- Directions
- Difference between land and water

STEPS

Session 1

1. Describe the 50 State Quarters® Program for background information, if necessary, using the example of your own state, if available. Then display the transparency or photocopy of the Maine quarter reverse. Locate Maine on a classroom map. Note its position in relation to your school's location.
2. Ask students to point out particular features that they notice on the quarter reverse.
3. Tell them that one of the things pictured represents something very special about Maine: the lighthouse. Maine has more coastal lighthouses than any other state.
4. Write the word "coastal" on a piece of chart paper. Ask the students to look at the quarter design again and try to describe what "coastal" means. Write all student comments on the chart paper.
5. Drawing from personal experiences, ask students if they've ever visited a coastal region (such as visiting the beach or seeing the ocean). Ask students to discuss the characteristics of this setting, using descriptive words.
6. Support the class' comments with pictures or illustrations of the seashore. At the same time, record their suggestions on sentence strips and display these with the pictures in the room.
7. Write the word "inland" on a second sheet of chart paper and work with students to break this word into two easily readable words, "in" and "land".
8. Ask students to look at this word and try to figure out its meaning. Write all student comments on the chart paper. Students should generally point out that an inland area is somewhere that does not touch an ocean.
9. Ask students if they've ever visited an area that is inland. Have students compare this area with the characteristics of a coastal region.

Session 2

1. Tell the students that they are going to explore coastal areas in the United States.
2. Pass out the "Coast to Coast" map and crayons or colored pencils to each student.
3. Modeling on a class map, ask a student to point to the United States.

PORTIONS © 2003 U.S. MINT. ALL RIGHTS RESERVED.

Quarters from the Coast

4. Explain that we live in the United States and that our country has boundaries. Indicate the boundary of the United States for the class. Ask them to use a black crayon or colored pencil to outline the United States on their map. Help students as needed.
5. On the class map, ask another student to indicate the bodies of water that are near the United States.
6. Have students use a blue crayon or colored pencil to color in the major bodies of water box in the map key. Using the same crayon or colored pencil, ask them to color the water on their map.
7. Show them the state of Maine on the class map. Tell them that it is shaded on their own maps.
8. Ask them to use a green crayon or colored pencil to shade in Maine (doing the same for the Maine map key).
9. Review with students that coastal means "next to the sea or ocean". Maine is a coastal state because its border touches the blue.
10. On the class map, find where the school is located. Help students to find it on their own maps.
11. Ask students, "Do we live in a coastal state like Maine? Does our state border the water on the map?"
12. When the appropriate response is given, ask students to color it in green (if it is coastal) or red (if it is inland). Direct students to appropriately color the corresponding map key for their state.
13. Ask students to place a green X in all other states that are coastal.
14. Have students write the number of coastal states pictured on the map (explaining Alaska's and Hawaii's special positioning) in the blank provided on the map.

ENRICHMENT/EXTENSIONS

- Have students use the directions labeled on the compass rose to determine whether more states are coastal on the eastern or western part of the United States. Also have students determine which direction they would need to travel from their home in order to visit the lighthouses of Maine.
- Have students examine and compare other available quarters from this program to note how coastal states are represented.
- Incorporate an appropriate literature selection about lighthouses into this activity, such as:
  - *Keep the Lights Burning, Abbie* by Peter and Connie Roop
  - *Beacons of Light: Lighthouses* by Gail Gibbons
  - *Littlest Lighthouse* by Ruth Sexton Sargent

PORTIONS © 2003 U.S. MINT. ALL RIGHTS RESERVED.

Quarters from the Coast

- *Birdie's Lighthouse* by Deborah Hopkinson-Smith
- *The Little Red Lighthouse and the Great Gray Bridge* by Hildegarde Hoyt Swift
- *The Light House Keeper's Daughter* by Arielle North Olson

DIFFERENTIATED LEARNING OPTION

Use this opportunity to introduce students to additional compound words, particularly words that apply to this activity, such as "inland," "lighthouse," and "offshore."

HPC CONNECTION

Interested in learning about another state with ties to coastal life? Read about the Rhode Island quarter in the "Coin News" area of HPC. By visiting "The Coins Are Coming," you and your students can explore all the states in the 50 State Quarters® Program! (http://www.usmint.gov/kids/index.cfm?FileContents=/kids/coinnews/50sq.cfm)

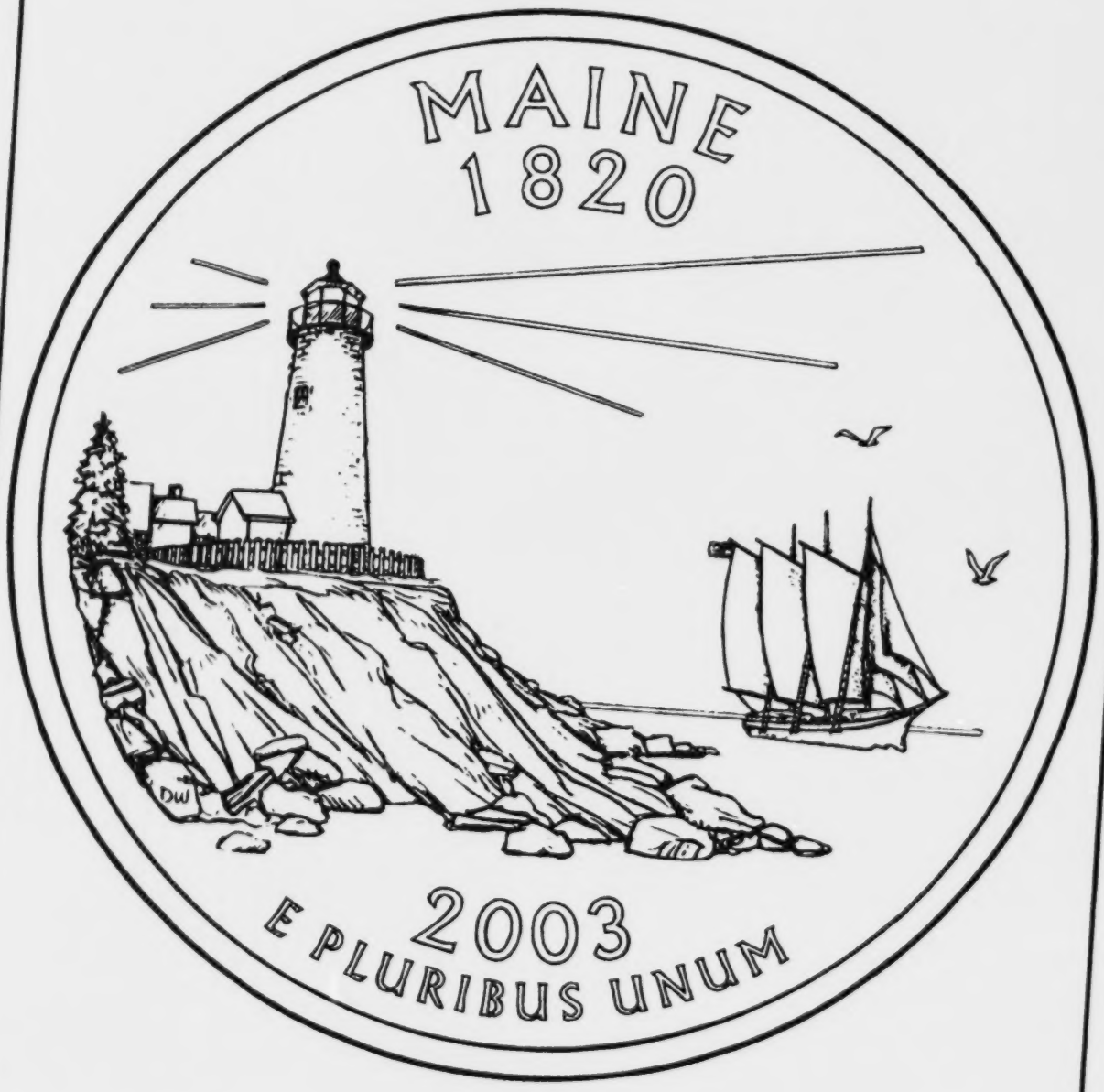
PORTIONS © 2003 U.S. MINT. ALL RIGHTS RESERVED.

PORTIONS © 2003 U.S. MINT. ALL RIGHTS RESERVED.

NAME_____

Coast to Coast Map

Maine Quarter Reverse



PORTIONS © 2003 U.S. MINT. ALL RIGHTS RESERVED.

4: Sorting by Site

Based on the Missouri quarter reverse

OBJECTIVES

Students will identify elements of their own community and compare and contrast these elements with those in other communities.

MATERIALS

- 1 overhead projector (optional)
- 1 overhead transparency (or photocopy) of the Missouri quarter reverse
- 1 class map of the United States of America
- 1 overhead transparency (or photocopy) of the Louisiana quarter reverse (see page 16 of the 2002 50 State Quarters® Program lesson plans, grades K–1, lesson 3: Our States, My State)
- Copies of age-appropriate texts relating to the discoveries made by the Corps of Discovery, such as:
  - *Lewis and Clark: A Prairie Dog for the President* by Shirley-Raye Redmond
  - *Seaman's Journal: On the Trail With Lewis and Clark* by Patti Reeder Eubank
  - *Going Along with Lewis and Clark* by Barbara Fifer
  - *Lewis and Clark: Explorers of the American West* by Steven Kroll
- Chart paper
- Markers
- Copies of the "In My Community" worksheet
- Crayons and/or colored pencils
- Scissors
- Copies of the "Outside My Community" worksheet
- Bulletin board paper
- Stapler

PREPARATIONS

- Make an overhead transparency (or photocopy) of the Missouri and Louisiana quarter reverses.
- Locate an age-appropriate text relating to the discoveries made by the Corps of Discovery (see examples under "Materials").
- Make copies of the "In My Community" worksheet (1 per person).
- Make copies of the "Outside My Community" worksheet (1 per person).
- Prepare a "Differences in Communities" bulletin board. The board will be divided into two columns, labeled "In My Community" and "Outside My Community."

PORTIONS © 2003 U.S. MINT. ALL RIGHTS RESERVED.

Examining Community Differences

GROUPINGS

- Whole group
- Individual work

CLASS TIME

Two sessions

CONNECTIONS

- Social Studies
- Art
- Language Arts

TERMS AND CONCEPTS

- Quarter
- Discovery
- Explore
- Reverse (back)
- Community
- Gateway Arch
- Lewis and Clark
- Sorting

BACKGROUND KNOWLEDGE

Students should have a basic knowledge of:

- Their community
- Other types of communities

STEPS

Before conducting this lesson, it is suggested that teachers introduce students to the Louisiana Territory through the 2002 Louisiana quarter lesson plan that is part of this series.

Session 1

1. Describe the 50 State Quarters Program for background information, if necessary, using the example of your own state, if available. Then display the transparency or photocopy of the Missouri quarter reverse. Locate Missouri on a classroom map. Note its position in relation to your school's location.
2. With the students, examine the design on this coin's reverse. As a class, identify the objects on the coin's reverse: the Gateway Arch that stands in St. Louis, MO, and three men paddling down the river in a canoe. Provide photographs or additional physical examples to make these images more meaningful to the students.

PORTIONS © 2003 U.S. MINT. ALL RIGHTS RESERVED.

Sorting by Site

3. Display the outline of the Louisiana quarter, and review the idea that the shaded part of the quarter was once a new part of the country for people to explore and where people could live. Explain that the men on the Missouri quarter were sent to explore this land. These men were sent to learn about the land and wildlife in this area, and to do this, they wrote and drew what they saw.

Note: At this point, take the opportunity to explain that the Gateway Arch is a recent structure and it did not exist during this time of exploration. It is a symbol of the growth of our country.

4. Select an appropriate children's text about Lewis and Clark's exploration of the Louisiana Territory and, as a group, preview the text and illustrations to this text.
5. Read this story as a group. During the reading attend to any unfamiliar vocabulary.

Session 2

1. With the students, revisit the story about Lewis and Clark that was read during the previous session.
2. As a class, discuss why these men might have written about the different kinds of animals and plants that they discovered during their trip. The discussion should include the idea that Lewis and Clark noted animals and plants that did not exist in the eastern part of the United States, where they lived.
3. Introduce the idea that communities often have aspects which are special to only them. Share photographs of animals found in a variety of temperature extremes as well as animals that could be found locally. As a class, sort these pictures according to whether the animal could be found in their community or elsewhere.
4. Ask students to point out which of these animals live in very cold weather. Would they be the same animals that you would find in places where the weather is very hot?
5. Discuss the idea that animals are not the only things that differ between communities. To prompt student thinking, ask if students have ever traveled away from their town and seen things that they would not find at home. What other things might be different from one town to another? Record all student responses on a piece of chart paper.
6. Ask students to think carefully about their own community. How would they describe their community to someone who had never been there? Work with students to develop a list of features from their community that might not be found elsewhere.
7. Distribute an "In My Community" worksheet to each student, and direct each to select a feature from the class list to draw on their worksheet. Model the related thinking and drawing for students.
8. When students have finished their drawings, they should make sure they've written their name on the worksheet and then cut along the sheet's dotted line.

PORTIONS © 2003 U.S. MINT. ALL RIGHTS RESERVED.

Sorting by Site

9. Distribute an "Outside My Community" worksheet to each student and direct the students to think of things that they would not find within their communities (these could be animals, plants, foods, types of homes, etc.). Work with students to develop a list of features that would not be found in their community. Direct each child to select a feature from the class list to draw on his or her worksheet. Again, model the related process for students.
10. When students have finished their drawings, they should make sure they've written their name on the worksheet and then cut along the sheet's dotted line.
11. Move the students so that they're sitting in front of the "Differences in Communities" bulletin board.
12. One at a time, ask each child to present his or her worksheet. When each student has described the picture on each sheet to the class, allow the rest of the class to decide into which category each worksheet should be placed.
13. Staple each child's work to the bulletin board in the appropriate category.

ENRICHMENT/EXTENSIONS

Incorporate an additional literature selection relating to a different type of community into this activity. Examples include:

- *Madlenka* by Peter Sis
- *The Trip Back Home* by Janet S. Wong
- *On the Town: A Community Adventure* by Judith Caseley
- *The Last Dragon* by Susan Miho Nunes

DIFFERENTIATED LEARNING OPTION

Have students select images from a variety of magazine photographs to sort, cut and paste to each of the distributed worksheets.

HPC CONNECTION

To learn more about the men sent to explore and take notes on the Louisiana Territory, visit May 2001's Coin of the Month in the coin news area of HPC at http://www.usmint.gov/kids/index.cfm?FileContents=/kids/coinnews/cotm/cotm0501.cfm.

PORTIONS © 2003 U.S. MINT. ALL RIGHTS RESERVED.

In My Community

NAME_____

PORTIONS © 2003 U.S. MINT. ALL RIGHTS RESERVED.

Outside My Community

NAME_____

PORTIONS © 2003 U.S. MINT. ALL RIGHTS RESERVED.

Missouri Quarter Reverse

PORTIONS © 2003 U.S. MINT. ALL RIGHTS RESERVED.

5: The Nature of Coins

Based on the Arkansas quarter reverse

OBJECTIVE

Students will explore the differences between natural resources and man-made materials.

MATERIALS

- 1 overhead projector (optional)
- 1 overhead transparency (or photocopy) of the Arkansas quarter reverse
- 1 class map of the United States of America
- Chart paper
- Markers
- Copies of the "Nature's Goods" worksheet
- Pencils
- 12-by-18-inch sheets of white construction paper (or paper of similar thickness)
- Crayons and/or colored pencils

PREPARATIONS

- Make an overhead transparency (or photocopy) of the Arkansas quarter reverse.
- Make copies of the "Nature's Goods" worksheet (1 per student).
- Prepare large circles (approximately 12 inches in diameter) cut from white construction paper or paper of similar thickness (1 per student).

GROUPINGS

- Whole group
- Individual work

CLASS TIME

Two 20- to 30-minute sessions

CONNECTIONS

- Science
- Art
- Social Studies
- Language Arts

TERMS AND CONCEPTS

- Quarter
- Natural resources
- Reverse (Back)
- Man-made materials

PORTIONS © 2003 U.S. MINT. ALL RIGHTS RESERVED.

Identifying Natural vs. Man-Made Items

BACKGROUND KNOWLEDGE

Students should have a basic knowledge of:

- Resources
- Items found in nature

STEPS

Session 1

1. Describe the 50 State Quarters® Program for background information, if necessary, using the example of your own state, if available. Then display the transparency or photocopy of the Arkansas quarter reverse. Locate Arkansas on a classroom map. Note its position in relation to your school's location.
2. With the students, examine the design on this coin's reverse. Ask students to identify objects they recognize: a duck (mallard) in flight, a forest, water, a diamond, and a stalk of rice.
3. Ask students why they think Arkansas chose to put these images on their quarter. To prompt student thinking, explain that a nickname for Arkansas is "The Natural State." Answers should relate to the idea that Arkansas is famous for its natural resources.
4. Divide a piece of chart paper into three columns, labeling the columns "Duck," "Diamond," and "Rice." As a class, discuss and list what you know about each of these items. If not mentioned independently, invite students to tell you whether each item is living or non-living.
5. Ask students to name the materials from which these items are made. Students should realize that these items are not made of other materials. They occur in their original state in nature.

Note: You may wish to comment on the difference between a diamond found in nature and a processed diamond (as pictured on the coin).

6. Divide a new piece of chart paper into 2 columns. Label the first side "Natural" and leave the other side blank. Ask students to think of other items that are natural resources, and write the comments in the "Natural" column. If possible take the students outdoors to locate and collect examples of natural resources. (These items may be compiled to create a natural resource center that the students can refer to later in this lesson.)
7. If students name items that are not naturally occurring, or after a sufficient number of natural items are mentioned, discuss the idea that many of the items we use in our lives are not naturally occurring. These are called "man-made" because they are made by humans.
8. Label the second column "Man-made" and ask students to think of items that they use that are not found in nature.

PORTIONS © 2003 U.S. MINT. ALL RIGHTS RESERVED.

The Nature of Coins

9. Distribute the "Nature's Goods" worksheet to each student. Ask the students to circle all the items on the page that are natural resources and underline those that are man-made.
10. When the students are finished, review the sheets for understanding, then collect them.

Session 2

1. Return the ungraded worksheets back to their owners. Review how to know whether a particular item is man-made or natural.
2. Distribute a large circle to each student.
3. Instruct the students to write (copy) the word "Natural" at the top of one side of the circle.
4. Tell the students to look around the classroom (from their seats or moving around the room) to find items that are not man-made. When the student finds an item that fits this description, they should return to their seat and draw a picture of that item on their circle. If their skill set allows, the student can write the name of each item under their drawing.
5. Students will try to find two more items to add to the "Natural" side of the circle.
6. When finished, instruct students to write (copy) the word "Man-made" at the top of the circle's other side.
7. Students should repeat steps 4 and 5, now looking for three items that are "Man-made."
8. Display student work in an appropriate manner.

ENRICHMENT/EXTENSION

As a center activity, write the names of objects from a story that they have recently read on sentence strips. Stick a Velcro tab on the back of each sentence strip. The students can organize their words according to the "Natural" or "Man-made" categories by attaching them to two separate but labeled felt boards. Produce an answer sheet for students to check their work once they have finished the activity. Replace these words on a regular basis, adding the previous set of words to the class word wall once they are no longer in use at this center.

PORTIONS © 2003 U.S. MINT. ALL RIGHTS RESERVED.

The Nature of Coins

DIFFERENTIATED LEARNING OPTIONS

- Extend the class discussion to focus on "living" versus "non-living" items, posing the question, "What does it mean to be living?"
- Conduct an activity to introduce/review vocabulary related to natural and man-made items.
- Allow students to sort and cut or select from an assortment of pre-cut pictures that fit in the categories of "natural" and "man-made.

HPC CONNECTION

Are your students curious about the natural materials that are used to create the coins we carry? Then take a look at the HPC cartoon "Birth of a Coin" to get a first hand account, straight from the Quarter's mouth! (http://www.usmint.gov/kids/index.cfm?Filecontents=/kids/cartoons/index.cfm)

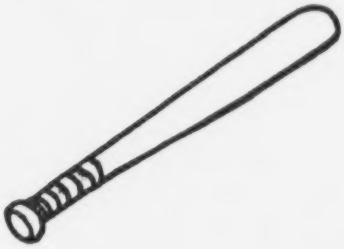
PORTIONS © 2003 U.S. MINT. ALL RIGHTS RESERVED.

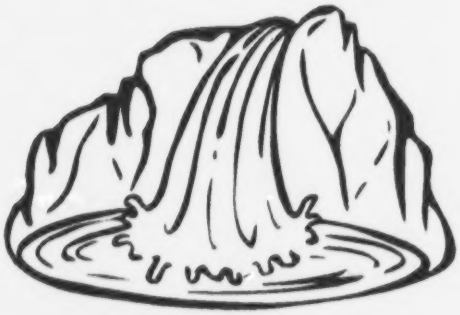
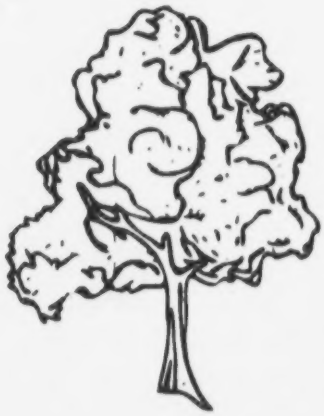
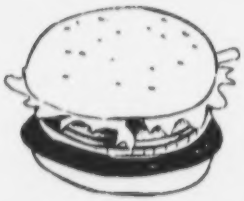
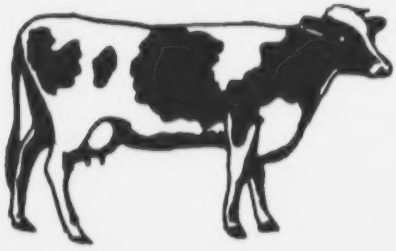
NAME_____

Nature's Goods

INSTRUCTIONS

1. Circle all the items that are natural resources.
2. Underline all the items that are man-made.



PORTIONS © 2003 U.S. MINT. ALL RIGHTS RESERVED.

Arkansas Quarter Reverse

PORTIONS © 2003 U.S. MINT. ALL RIGHTS RESERVED.

6: Coin Motion

OBJECTIVE

Students will recognize coins and their values and count coin groups.

MATERIALS

- 9 posters (or more, if teacher adjusts Steps below)
- Coins or coin manipulatives consisting of cents (pennies), nickels, dimes, and quarters—enough for each student to get one
- 4 orange traffic cones (or alternate items)
- Markers
- Tape
- Music (upbeat)

PREPARATIONS

- Write the numbers one through five on the first five posters. Teachers should adjust these numbers to meet their classrooms needs. For example, the number of posters could increase to ten.
- On the remaining posters, write the four different coin names (quarter, dime, nickel, and penny), and the coin values (for example, "5¢"). Tape these to the cones.

GROUPINGS

- Whole group
- Small groups

CLASS TIME

Two 20- to 30-minute sessions

CONNECTIONS

- Mathematics
- Physical Education
- Music

TERMS AND CONCEPTS

- Addition
- Coins
- Penny
- Nickel
- Dime
- Quarter
- Value
- Gross motor/locomotor skills

PORTIONS © 2003 U.S. MINT. ALL RIGHTS RESERVED.

Identifying and Counting Coin Values

BACKGROUND KNOWLEDGE

Students should have a basic knowledge of cents.

STEPS

Session 1

Note: If the classroom does not allow for the physical movement necessary for this lesson, move to another space or adjust the lesson to limit movement in a safe way.

1. Review the value of the penny, nickel, dime and quarter as a class.
2. Display the posters (depicting the coin name and/or value for a penny, nickel, dime and quarter) on the traffic cones and place around the room.
3. Give each student a coin and ask them not to look at it, to hold it in their hands tightly.
4. Explain to your students that when the music begins they will move around the room using a single locomotor pattern (skipping, sliding, running, jogging, jumping) in a safe manner. When the music stops, ask them to go to the cone that has their coin information on it. For instance, if they have a penny in their hands they will go to the cone that says "Penny 1¢." Model this behavior.
5. Start the music, and after a period of time stop the music.
6. When the music stops, instruct students to look at the coin and walk slowly to the cone that displays that coin's name and value.
7. Once all students have gone to a cone, have them reveal their coins to one another to make sure every one is standing by the correct cone. If their coin doesn't match that of the group's, assist the students in moving to the correct cone.
8. Once students have settled, have them count the number of coins in the group.
9. Go around the room asking each of the four coin groups, "How many (insert coin name) did I hand out?" Check the group's answer and review with the class the name, value and look of the coin.
10. Collect the coins and randomly redistribute. Play the music again and continue with another locomotor skill.

Session 2

1. Give each student a penny. They may look at the coins this time. Explain to your students that when the music begins they will move around the room using a single locomotor pattern (skipping, sliding, running, jogging, jumping) in a safe manner. When the music stops, students will get into groups of a designated number. For example, if the teacher holds up the number 4, the students get into groups of 4.
2. Start the music, and after a period of time stop the music.

PORTIONS © 2003 U.S. MINT. ALL RIGHTS RESERVED.

Coin Motion

3. When the music stops, hold up one of the five posters (with numbers one through five written clearly).

Note: Remember that the number of posters, or the numbers represented on the posters, can be adjusted as each teacher sees fit.

4. Direct students to get into groups made up of that number. (If there is not an even amount of students have the remaining students join another group.)
5. Ask the students to find the sum value of the coins in that group.
6. Go around the room asking each of the groups, "What is the total value of coins in your group?" Check the group's answer.
7. Repeat this process several times altering the numbers in the groups to be formed.
8. Collect the coins and play again using the nickel, the dime, and the quarter in turn.

ENRICHMENT/EXTENSION

Challenge more advanced students to assemble into groups that add up to a designated total. For example, hold up a sign that says 30¢ and have the students try to form groups that are equal to 30¢.

DIFFERENTIATED LEARNING OPTIONS

- To compensate for a lack of space, have students perform their movement in a stationary place.
- For students who are mobility impaired, choose locomotor skills which are appropriate to their capabilities.
- For students who may need additional help, add an image of the associated coin to each poster.

HPC CONNECTION

Did your students have fun showing off their understanding of coin values? Then let them continue to practice their coin identification (and purchasing) skills by visiting the HPC game "Plinky's Create-a-Card." (http://www.usmint.gov/kids/index.cfm?Filecontents=/kids/games/index.cfm)

PORTIONS © 2003 U.S. MINT. ALL RIGHTS RESERVED.

State Information 2003 Quarters

Illinois

The Illinois quarter is the first quarter of 2003, and the 21st in the 50 State Quarters® Program. The Illinois quarter design depicts a young Abraham Lincoln within the outline of the state. A farm scene and the Chicago skyline appear on the left and to the right of the state's outline. Twenty-one stars border the coin, signifying Illinois as the 21st state to be admitted into the Union on December 3, 1818.

"The Prairie State," also commonly known as the "Land of Lincoln," pays tribute to our nation's 16th president. The young Lincoln lived and practiced law in Springfield before becoming one of our nation's greatest leaders. President Lincoln's historic home, burial site, and new presidential library are all located in the Springfield area. The final design, "Land of Lincoln–21st State/Century," represents the history and future of Illinois.

State Capital: ..... Springfield
State Bird: ..... Cardinal
State Tree: ..... White Oak
State Flower: ..... Purple Violet
State Motto: ..... State Sovereignty, National Union
Entered Union (rank): .... December 13, 1818 (21)
Nickname(s): ..... Prairie State
Origin of Name: ..... Algonquin for "warriors." Comes from the word "Illini," a confederation of the Cahokia, Kaskaskia, Michigamea, Moingwena, Peoria and Tamaroa Indian tribes.
State Song: ..... "Illinois"

Alabama

The Alabama quarter is the second quarter of 2003, and the 22nd in the 50 State Quarters Program. Alabama became the 22nd state to be admitted into the Union on December 14, 1819. The Alabama quarter design features an image of Helen Keller with her name inscribed in both English and Braille. The Alabama quarter is the first circulating coin to feature Braille. An Alabama long leaf pine branch and magnolias grace the sides of the design, and a "Spirit of Courage" banner underlines the central image.

Helen Keller was born at "Ivy Green" in Tuscumbia, Alabama, in 1880. When she was a small child, an illness deprived her of sight and hearing, the senses by which we normally learn to speak. Despite her disabilities, Helen Keller learned to speak and read using the raised and manual alphabets, as well as Braille. Miss Keller also graduated with honors, receiving her Bachelor of Arts degree from Radcliffe. She went on to publish numerous books, articles and essays. Helen Keller lived out her life addressing social issues for disabled persons and women. Every year at "Ivy Green," a weeklong celebration is held to commemorate her lifetime of accomplishments and her "Spirit of Courage."

State Capital: ..... Montgomery
State Bird: ..... Yellowhammer
State Tree: .. Southern longleaf pine
State Flower: ..... Camellia
State Motto: ..... Audemus jura nostra defendere (We Dare Defend Our Rights)
Entered Union (rank): .... December 14, 1819 (22)
Nickname: ..... Yellowhammer State or The Heart of Dixie, The Cotton Plantation State, The Cotton State, The Lizard State
Origin of Name: ..... Means "tribal town" in the Creek Indian language or a combination of Choctaw "alba" (vegetation, herbs, plants) and "amo" (gatherer, picker). "Vegetation gatherers" describes the agricultural Alabama Indians.
State Song: ..... "Alabama"

Maine

The Maine quarter is the third quarter of 2003, and the 23rd in the 50 State Quarters Program. Maine became the 23rd state to be admitted into the Union, as part of the Missouri Compromise on March 15, 1820. The Maine quarter design incorporates a rendition of the Pemaquid Point Light atop a granite coast and of a schooner at sea.

Pemaquid Point Light is located in New Harbor, and marks the entrance to Muscongus Bay and John Bay. Since the beginning of ship activity in the area, a shoal created hazardous navigation conditions, causing many shipwrecks. As maritime trade increased in the area, so did the need for a lighthouse. In 1826, Congress appropriated funds to build a lighthouse at Pemaquid Point. Although the original building was replaced in 1835, and the original 10 lamps in 1856, the light is still a

PORTIONS © 2003 U.S. MINT. ALL RIGHTS RESERVED.

BEST COPY AVAILABLE

State Information 2003 Quarters

beacon for ships and remains one of Maine's most popular tourist attractions. The schooner resembles "Victory Chimes," the last three-masted schooner of the Windjammer Fleet. "Victory Chimes" has become synonymous with Maine windjamming. The Pemaquid Point Light design was chosen by votes from more than 100,000 Maine residents.

State Capital: ..... Augusta
State Bird: Black-capped Chickadee
State Tree: ..... Eastern White Pine
State Flower: ..... White pine cone and tassel
State Motto: ..... Dirigo (I direct)
Entered Union (rank): ..... March 15, 1820 (23)
Nickname: ..... Pine Tree State
Origin of Name: ..... Probably a reference to the mainland, as opposed to the many surrounding islands
State Song: ..... "State of Maine Song" or "State Song of Maine"

Missouri

The Missouri quarter is the fourth quarter of 2003, and the 24th in the 50 State Quarters Program. Missouri became the 24th state on August 10, 1821, as part of the Missouri Compromise.

The Missouri quarter depicts Lewis and Clark's historic Corps of Discovery navigating the Missouri River with the Jefferson National Expansion Memorial (Gateway Arch) in the background, inscribed "Corps of Discovery 1804–2004."

While much of the state's history is tied to the mighty rivers that flow through it, the "Show Me State" got its nickname because of the devotion of its people to simple common sense. In 1899, Rep. Willard D. Vandiver said "Frothy eloquence neither convinces nor satisfies me. I'm from Missouri. You've got to show me."

It is easy to imagine President Thomas Jefferson saying "show me" as he sent Lewis and Clark forth on their 1,500-mile trek into the uncharted Louisiana Purchase territory. Their 1,500-mile journey, which some claim was the greatest U.S. military expedition ever, began in St. Charles—just 20 miles west of St. Louis—and gave rise to America's westward expansion.

State Capital: ..... Jefferson City
State Bird: ..... Bluebird
State Tree: ... Flowering Dogwood
State Flower: ..... White Hawthorn
State Motto: ... Salus populi suprema lex esto (The welfare of the people shall be the supreme law)
Entered Union (rank): ..... August 10, 1821 (24)
Nickname: ..... Show Me State
Origin of Name: . Named after Missouri Indian tribe whose name means "town of the large canoes"
State Song: ..... "Missouri Waltz"

Arkansas

The Arkansas quarter, fifth and final quarter of 2003, is the 25th in the 50 State Quarters Program. Arkansas was acquired through the Louisiana Purchase and later became the Arkansas Territory before gaining statehood on June 15, 1836. The Arkansas quarter design bears the image of rice stalks, a diamond, and a mallard gracefully flying above a lake.

It is fitting that the "Natural State," Arkansas's official nickname, chose images of natural resources. Arkansas has an abundance of clear streams, rivers, and lakes...in fact, more than 600,000 acres of natural lakes. Arkansas is also known for its sportsmanship and attracts mallard hunters from across the nation. Visitors to Arkansas can search Crater of Diamonds State Park for precious gems including, of course, diamonds. The mine at Crater of Diamonds State Park reportedly is the oldest diamond mine in North America, and the only one in the United States open to visitors, who get to keep what they find. Visitors can also experience "Rice Fever" the way W.H. Fuller did when he grew the first commercially successful rice crop in Arkansas. Soon after, Arkansas became the leading producer of rice in the United States.

State Capital: ..... Little Rock
State Bird: ..... Mockingbird
State Tree: ..... Pine
State Flower: ..... Apple Blossom
State Motto: ..... Regnat populus (The People Rule)
Entered Union (rank): ..... June 15, 1836 (25)
Nickname: ..... The Natural State
Origin of Name: . French version of Sioux "acansa," meaning "downstream place" or "south wind."
State Song: ..... "Arkansas" or "Oh, Arkansas"

PORTIONS © 2003 U.S. MINT. ALL RIGHTS RESERVED.

BEST COPY AVAILABLE

United States of America

PORTIONS © 2003 U.S. MINT. ALL RIGHTS RESERVED.

Reproducible Coin Sheet

PORTIONS © 2003 U.S. MINT. ALL RIGHTS RESERVED.

Grades K and 1

BEST COPY AVAILABLE

Reproducible Coin Sheet

PORTIONS © 2003 U.S. MINT. ALL RIGHTS RESERVED.

BEST COPY AVAILABLE

The United States Mint

50 State Quarters Program

Release Year/State	Statehood Date
1999	
Delaware	December 7, 1787
Pennsylvania	December 12, 1787
New Jersey	December 18, 1787
Georgia	January 2, 1788
Connecticut	January 9, 1788
2000	
Massachusetts	February 6, 1788
Maryland	April 28, 1788
South Carolina	May 23, 1788
New Hampshire	June 21, 1788
Virginia	June 25, 1788
2001	
New York	July 26, 1788
North Carolina	November 21, 1789
Rhode Island	May 29, 1790
Vermont	March 4, 1791
Kentucky	June 1, 1792
2002	
Tennessee	June 1, 1796
Ohio	March 1, 1803
Louisiana	April 30, 1812
Indiana	December 11, 1816
Mississippi	December 10, 1817
2003	
Illinois	December 3, 1818
Alabama	December 14, 1819
Maine	March 15, 1820
Missouri	August 10, 1821
Arkansas	June 15, 1836

Release Year/State	Statehood Date
2004	
Michigan	January 26, 1837
Florida	March 3, 1845
Texas	December 29, 1845
Iowa	December 28, 1846
Wisconsin	May 29, 1848
2005	
California	September 9, 1850
Minnesota	May 11, 1858
Oregon	February 14, 1859
Kansas	January 29, 1861
West Virginia	June 20, 1863
2006	
Nevada	October 31, 1864
Nebraska	March 1, 1867
Colorado	August 1, 1876
North Dakota	November 2, 1889
South Dakota	November 2, 1889
2007	
Montana	November 8, 1889
Washington	November 11, 1889
Idaho	July 3, 1890
Wyoming	July 10, 1890
Utah	January 4, 1896
2008	
Oklahoma	November 16, 1907
New Mexico	January 6, 1912
Arizona	February 14, 1912
Alaska	January 3, 1959
Hawaii	August 21, 1959

PORTIONS © 2003 U.S. MINT. ALL RIGHTS RESERVED.

U.S. Department of Education
Office of Educational Research and Improvement (OERI)
National Library of Education (NLE)
Educational Resources Information Center (ERIC)

NOTICE

Reproduction Basis

[ ] This document is covered by a signed "Reproduction Release (Blanket)" form (on file within the ERIC system), encompassing all or classes of documents from its source organization and, therefore, does not require a "Specific Document" Release form.

[X] This document is Federally-funded, or carries its own permission to reproduce, or is otherwise in the public domain and, therefore, may be reproduced by ERIC without a signed Reproduction Release form (either "Specific Document" or "Blanket").